

Annual Implementation Plan: for Improving Student Outcomes

School name: Greenvale Primary School

Year: 2017

School number: 0890

Based on strategic plan: 2017-2020

Endorsement:

Principal Angelika Ireland 21 March 2017

Senior Education Improvement Leader Jonathan Lowe 21 March 2017

School council Sarah Muscat 21 March 2017

Section 1: The school's Improvement Priorities and Initiatives

Report here the goals identified in the current School Strategic Plan and tick the Improvement Initiative/s that your school will address in this Annual Implementation Plan: for Improving Student Outcomes.

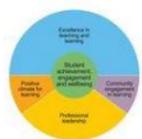
| School Strategic Plan goals |
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| <ul style="list-style-type: none"> To improve student intellectual engagement and self-awareness. To build practice excellence in literacy and numeracy to improve learning outcomes. To increase opportunities for higher levels of student cognitive engagement, challenge, self-directed inquiry and deep thinking. |

| Improvement Priorities | Improvement Initiatives | ✓ |
|-------------------------------------|---|---|
| Excellence in teaching and learning | Building practice excellence | ✓ |
| | Curriculum planning and assessment | |
| Professional leadership | Building leadership teams | |
| Positive climate for learning | Empowering students and building school pride | |
| | Setting expectations and promoting inclusion | |
| Community engagement in learning | Building communities | |

| Improvement Initiatives rationale: |
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| <p>The 2016 Annual Implementation Plan (AIP) identified the FISO Initiatives of 'Building practice excellence' and the key improvement strategy was to develop an agreed school wide pedagogy in literacy and numeracy. The school self-evaluation also identified a future focus on the teaching of mathematics and enhancement of student outcomes for students with EAL, particularly in oral language, intervention and literacy skills. With NAPLAN and AusVELS data below the expected school targets in mathematics and some aspects of English, the review panel concurred that these two areas should be included in the new strategic plan.</p> <p>Significant work had been done to improve teacher capacity in planning and implementing the Writing program. A consultant had worked with staff and there was consistency in curriculum planning and structure of writing lessons and student writing improvement was evident in NAPLAN and teacher judgements in AusVELS. Staff had also begun developing a moderation document for writing. There was still a need to revisit the Writing program to align it with the Victorian Curriculum.</p> <p>Over the period of the last Strategic Plan our target in Reading, Writing and Numeracy was to have 90% of students achieving at least one year's AusVELS growth. Although good results were achieved, our results indicate that this goal was not met therefore further work in these areas was required.</p> <p>Our 2016 Naplan Reading Relative Growth data indicated that only 13% of our students showed high relative growth, whilst 27% showed low relative growth from years 3 to 5. This was a concern and indicated further work was required to improve student reading outcomes in years 3 to 6. Reading had been a focus and the Big 6 model was adopted to develop fluency, comprehension, phonemic awareness, vocabulary and basic phonics. Further professional learning had still to occur to inform teachers how to effectively deliver each aspect and align the model with the Victorian Curriculum. English planners were used consistently across the school and knowledge and skills were covered in the documents. A reading menu had been developed to support planning and differentiation occurred to cater for all student needs. The English assessment schedule had been reviewed with a new diagnostic tool being added. Running records were used up to reading level 30 to identify reading strategies being used and what students needed next. The trend of EAL enrolments has shown a rapid increase in the last 12 months with a 31% increase in EAL numbers from 2015 to 2016. Our SFO Index increased from .48 in 2015 to .50 in 2016. The review panel agreed that teachers needed to build their capacity to teach LBOTE and EAL students in particular, oral language and phonemic awareness. Intervention programs were in place for these students but there also needed to be a whole-school focus on oral language and the building of a rich vocabulary for all students.</p> <p>In Mathematics, the current assessment tools had been reviewed, but staff needed to build their capacity to use them more effectively. There had been a major focus on the implementation of Scaffolding Numeracy in the Middle Years (SNMY), in the year 5-6 area. Students were placed in fluid groups and worked with specific teachers to build their mathematical knowledge. It was evident that students were able to give answers to problems but were not yet able to articulate their learning. Our 2016 Year 3 Naplan data was below state by 11 scale points. Future focus areas in mathematics included building teacher pedagogical knowledge, developing problem solving with student reasoning, developing rich assessment tasks, implementing the numeracy on-line interview up to Year 4, revising the scope and sequence to align with the Victorian Curriculum and ensuring the Big Ideas in Number continue to be a focus across the whole school.</p> |



| Key improvement strategies (KIS) | |
|---|--|
| Improvement initiative: | Key improvement strategies (KIS) |
| Excellence in Teaching and Learning - Building Practice Excellence | <ul style="list-style-type: none"> • Build teacher capacity in numeracy • Build teacher capacity in literacy. |
| Positive Climate for Learning – Intellectual Engagement and Self-Awareness | <ul style="list-style-type: none"> • Teach students self-regulated learning strategies to enable them to monitor their learning • Support parents to engage with their child’s learning. |
| Excellence in Teaching & Learning - Evidence Based High Impact Strategies | <ul style="list-style-type: none"> • Build the pedagogical repertoire of teachers to respond to student learning needs • Build an agreed approach to the teaching of Science |



Framework for Improving Student Outcomes

Published: February 2016



Section 2: Improvement Initiatives

Each table below is designed to plan for and monitor each Improvement Initiative. Add or delete tables – one for each Improvement Initiative from Section 1 on the previous page. You can also add or delete rows so that there is alignment and line of sight between the key improvement strategies, actions, success criteria and monitoring. The goals come directly from your School Strategic Plan (SSP) – you will find it helpful to keep them in the same order. Please note that, in the progress status section, ● ● ● respectively indicate: ● not commenced or severely behind schedule, ● slightly behind schedule but remediation strategies are in place to get back on schedule and ● on schedule and/or completed.

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|-------------------------------|---|
| STRATEGIC PLAN GOALS | To build practice excellence in literacy and numeracy to improve learning outcomes. |
| IMPROVEMENT INITIATIVE | Excellence in Teaching and Learning - Building Practice Excellence |
| STRATEGIC PLAN TARGETS | <p>Key Improvement Strategy 3 - Numeracy</p> <ul style="list-style-type: none"> • Student outcomes in Number to show a twelve month growth for a minimum of 85% of all students based on teacher judgement against the Victorian Curriculum. • Percentage of students achieving low growth (Years 3-5) in NAPLAN Numeracy to be below 25% • Percentage of students achieving high growth (Years 3-5) in NAPLAN Numeracy to be above 25% • NAPLAN results in Number to match or exceed State Benchmarks • Teacher response to baseline school developed survey in regards to their perceptions of self -efficacy in relation to the teaching of Number to show consistent improvement. • Staff Survey Professional Learning module to show consistent improvement • Teacher judgement data - % of students achieving A or B in Number to be above 30% (2015 – 27%) • Teams to achieve team goals set in line with Whole School Assessment Schedule in Number <p>Key Improvement Strategy 4 - Literacy</p> <ul style="list-style-type: none"> • Student outcomes in Reading and Writing to show a twelve month growth for a minimum of 85% of all students based on teacher judgement against the Victorian Curriculum. • NAPLAN results in Reading and Writing to match or exceed State Benchmarks • Percentage of students achieving low growth (Years 3-5) in NAPLAN Reading and Writing to be below 25% • Percentage of students achieving high growth (Years 3-5) in NAPLAN Reading and Writing to be above 25% • Teacher judgement data - % of students achieving A or B in Reading to be above 40% (2015 – 42%) • Teacher judgement data - % of students achieving A or B in Writing to be above 25% (2015 – 20%) • Teams to achieve team goals set in line with Whole School Assessment Schedule in Reading • Staff Survey Professional Learning module to show consistent improvement • F-2 term and weekly curriculum planning documents to reflect oral language implementation. |
| 12 MONTH TARGETS | <p>Key Improvement Strategy 3 - Numeracy</p> <ul style="list-style-type: none"> • Student outcomes in Number to show a twelve month growth for a minimum of 85% of all students based on teacher judgement against the Victorian Curriculum. • Percentage of students achieving low growth (Years 3-5) in NAPLAN Numeracy to be below 25% • Percentage of students achieving high growth (Years 3-5) in NAPLAN Numeracy to be above 25% • NAPLAN results in Number to match State Benchmarks • Teacher response to baseline school developed survey in regards to their perceptions of self and collective-efficacy in relation to the teaching of Number to show consistent improvement. • Staff Survey Professional Learning module overall mean score (2016 – 81.91) to show improvement. • Teacher judgement data - % of students achieving A or B in Number to be at or above 26% • Teams to achieve team goals set in line with Whole School Assessment Schedule in Number <p>Key Improvement Strategy 4 - Literacy</p> <ul style="list-style-type: none"> • Student outcomes in Reading and Writing to show a twelve month growth for a minimum of 85% of all students based on teacher judgement against the Victorian Curriculum. • NAPLAN results in Reading and Writing to match State Benchmarks • Percentage of students achieving low growth (Years 3-5) in NAPLAN Reading and Writing to be below 25% • Percentage of students achieving high growth (Years 3-5) in NAPLAN Reading and Writing to be above 25% • Teacher judgement data - % of students achieving A or B in Reading to be above 40% • Teacher judgement data - % of students achieving A or B in Writing to be above 25% • Teams to achieve team goals set in line with Whole School Assessment Schedule in Reading • Staff Survey Professional Learning module overall mean score (2016 – 81.91) to show improvement. • F-2 term and weekly curriculum planning documents to reflect oral language implementation. |



| KEY IMPROVEMENT STRATEGIES | ACTIONS | WHO | WHEN | SUCCESS CRITERIA | MONITORING | | | |
|---|---|------------------------|---|---|-----------------|--------------------|----------|-----|
| | | | | | Progress Status | Evidence of impact | Budget | |
| | | | | | | | Estimate | YTD |
| Build teacher capacity in numeracy | <ul style="list-style-type: none"> build teacher pedagogical content knowledge in mathematics -Development of Curriculum Teams with PL sessions allocated and representatives from each level -Coordinate coaching and professional learning with Kathy Palmer and other experts -Develop, administer, analyse staff survey in regards to confidence, knowledge, areas of future Professional Learning -Analyse of COP Maths survey -Organise and attend Di Siemon Professional Learning and curriculum day -Maths Strategic leader to be available at term planning day | Maths Strategic Leader | Ongoing | <u>6 months</u> <ul style="list-style-type: none"> Curriculum Teams developed with PL sessions allocated and representatives from each level Coaching and professional learning organised and implemented by Kathy Palmer (F-2) and Jacinta Blencowe (Year 3-6) Staff survey developed- confidence, knowledge, areas of future Professional Learning COP Maths survey analysed Di Siemon Professional Learning and curriculum day attended by all staff Maths Strategic leader attended and assisted all teams at planning day Professional Reading circulated regularly | ● ● ● | | | |
| | | Maths Team | | <u>12 months</u> <ul style="list-style-type: none"> Coaching and professional learning organised and implemented by Kathy Palmer (F-2) and Jacinta Blencowe (Year 3-6) Staff survey – confidence, knowledge, areas of future Professional Learning administered Maths Strategic leader attended and assisted all teams at planning day Professional Reading circulated regularly | ● ● ● | | | |
| | | Meredith | | | | | | |
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| | <ul style="list-style-type: none"> connect with exemplar schools in mathematics -Identify and visit exemplar schools both within and outside the network -Identify strategies to trial from school visit | Maths Team | Ongoing | <u>6 months</u> <ul style="list-style-type: none"> Exemplar schools identified within the network | ● ● ● | | | |
| | | Maths Strategic Leader | | <u>12 months</u> <ul style="list-style-type: none"> Exemplar schools identified outside the network Maths Team have visited some local exemplar schools SAT Team identified simple strategies to trial | ● ● ● | | | |
| | | | | | | | | |
| <ul style="list-style-type: none"> develop rich, authentic and open-ended mathematics assessment tasks -Identify and re-familiarize staff on internal resources -Allocate Professional Learning session to share school -Maths Resource box to be handed out to Educational Leaders -Research Professional Reading in regards to open-ended mathematics assessment tasks | Maths Team | Ongoing | <u>6 months</u> <ul style="list-style-type: none"> Identified internal resources Re-familiarize staff on internal resources Maths Resource box handed out to Educational Leaders Professional Reading about open-ended mathematics assessment tasks handed out and discussed New Maths Resource boxes made and handed out to new classes | ● ● ● | | | | |
| | Maths Strategic Leader | | <u>12 months</u> <ul style="list-style-type: none"> Facilitated Professional Learning session to share what resources we have and anything new that has been purchased Professional Reading about open-ended mathematics assessment tasks handed out and discussed regularly | ● ● ● | | | | |
| | Kathy Palmer | | | | | | | |



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| | <ul style="list-style-type: none"> implement Scaffolding Numeracy in the Middle Years for 4-6 <p>-Test all new students</p> <p>-Group students according to LAF and allocate teacher to LAF groups</p> <p>-Implement SMNY LAF fluid groups across Year 5 – Year 6 cohort</p> <p>-Professional Learning for new Year 5,6 teachers</p> <p>-Analyse POST test results</p> | <p>Maths Team</p> <p>Maths Strategic Leader</p> | Ongoing | <p><u>6 months</u></p> <ul style="list-style-type: none"> Tested all new students in Term 1 Grouped students according to LAF and allocated teacher to LAF groups Presented professional Learning for new teachers in Year 5 and 6 Commenced LAF groups in Term 2 | ● ● ● | | | |
| | | | | <p><u>12 months</u></p> <ul style="list-style-type: none"> Continued LAF groups in Term 3 Retested all students to determine growth Analysed POST test results and presented findings to Year 5/6 team and whole staff | ● ● ● | | | |
| | <ul style="list-style-type: none"> maintain partnership with the University of Melbourne and Royal Melbourne Institute of Technology <p>-Participate in Curriculum Day in Term 1 run by Di Siemon</p> <p>-Present Professional Learning on problem solving and big ideas</p> <p>-Investigate of the possibility of coaching from RMIT of Melbourne University experts</p> | <p>Maths Team</p> <p>Maths Strategic Leader</p> | Ongoing | <p><u>6 months</u></p> <ul style="list-style-type: none"> Curriculum Day attended in Term 1 Professional Learning on problem solving and big ideas held and attended by teaching staff Coaching from RMIT of Melbourne University experts investigated | ● ● ● | | | |
| | | | | <p><u>12 months</u></p> <ul style="list-style-type: none"> Continued Professional Learning on problem solving Coaching from RMIT of Melbourne University experts organised | ● ● ● | | | |
| Build teacher capacity in literacy. | <ul style="list-style-type: none"> build teacher capacity in implementing the school wide strategy for Writing <p>-Share writing knowledge at PLT</p> <p>-Trial whole school writing moderation with a similar stimulus</p> <p>-Develop a writing moderation document consistent with Victorian Curriculum and incorporating Big 6 and Ann's writing strategies</p> <p>-Develop a scope and sequence chart for writing consistent with Victorian Curriculum and incorporating Big 6 and Ann's writing strategies</p> <p>-Train all new staff in Ann A's writing strategies</p> <p>-Release English leader to attend team planning</p> | <p>English SAT</p> <p>English leader</p> <p>Ann A</p> <p>EAL Team</p> | Ongoing | <p><u>6 months</u></p> <ul style="list-style-type: none"> Team shared at PLT and showed an increase in teachers' capacity to plan for and teach writing Whole school writing moderation trialled Writing moderation rubrics from other schools collected Writing moderation document consistent with Victorian Curriculum and incorporating Big 6 and Ann's writing strategies being developed Scope and sequence chart for writing consistent with Victorian Curriculum and incorporating Big 6 and Ann's writing strategies being developed New staff have attended Ann A's writing PL English leader released to attend team planning | ● ● ● | | | |
| | | | | <p><u>12 months</u></p> <ul style="list-style-type: none"> Team shared at PLT and showed an increase in teachers' capacity to plan for and teach writing continued Consistent language used in writing sessions across school Draft scope and sequence completed Scope and sequence for writing planning and assessment used Draft writing moderation document trailed at whole school writing moderation Some writing samples collected and attached to writing moderation document English leader released to attend team planning | ● ● ● | | | |



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| <ul style="list-style-type: none"> develop a consistent approach to the effective teaching of reading in Years 3-6 <p>-Explore a framework for best practice for reading</p> <p>-Develop a consistent Reading lesson format to be used 3-6</p> <p>-Review planning documentation to incorporate reading comprehension strategies</p> <p>- Focus on reading in professional learning sessions</p> <p>-Audit current guided reading resources and novels</p> | English SAT | Ongoing | <u>6 months</u> <ul style="list-style-type: none"> Framework of best practice for reading explored Planning documentation reflecting use of reading comprehension strategies Professional Reading discussed in PLTs Current guided reading resources and novels audited Levelled guided reading books that focus on comprehension purchased | ● ● ● | | | |
| | English leader | | <u>12 months</u> <ul style="list-style-type: none"> Non-negotiables in reading planning established to ensure consistency Consistent lesson format used 3-6 evident in work programs Increased teacher capacity of scaffolding comprehension evident in work programs Evidence of differentiated teaching in planners and work programs Student assessment of reading to show added growth | ● ● ● | | | |
| <ul style="list-style-type: none"> implement an oral language focus in F-2 <p>-Incorporate more oral language opportunities in Foundation to Year 2</p> <p>-Investigate the use of exploration-based activities</p> <p>-Focus on Oral language in PLT</p> <p>-Investigate more specific assessment tools for oral language to track student growth</p> | English SAT | Ongoing | <u>6 months</u> <ul style="list-style-type: none"> Songs, nursery rhymes, chants and poems incorporated into the F-2 literacy programs Exploration-based activities investigated Team regularly shared how they planned for and taught oral language in the classroom and provided examples in PLT More specific assessment tools for oral language to track student growth investigated | ● ● ● | | | |
| | English leader EAL Team | | <u>12 months</u> <ul style="list-style-type: none"> ADOLF (Albany District Oral Language Focus) strategies explored Student assessment of Speaking and Listening to show added growth Student assessment of reading to show added growth Improvement Chosen oral language assessment tool trialled | ● ● ● | | | |
| <ul style="list-style-type: none"> provide professional learning in oral language for staff <p>-Incorporate EAL focus in Professional learning sessions and workshops</p> <p>-Unpack Victorian Curriculum Speaking and Listening in whole staff professional learning session</p> | English SAT | Ongoing | <u>6 months</u> <ul style="list-style-type: none"> Professional Learning sessions and workshops incorporating EAL organised and timetabled Professional learning session – whole staff to unpack Victorian Curriculum Speaking and Listening organised and timetabled | ● ● ● | | | |
| | English leader EAL Team | | <u>12 months</u> <ul style="list-style-type: none"> Professional Learning sessions and workshops incorporating EAL administered Professional learning session – whole staff to unpack Victorian Curriculum Speaking and Listening administered | ● ● ● | | | |
| <ul style="list-style-type: none"> model language for different scenarios/situations | English SAT | Ongoing | <u>6 months</u> <ul style="list-style-type: none"> Regular observational visits organised within F- 2 classrooms and with EAL sessions. | ● ● ● | | | |



| | | | | | | | | | | |
|--|---|--|----------------|--|--------------|--|--|--|--|--|
| | <p>-Organise observational visits within F-2 classrooms and with EAL sessions</p> <p>-Incorporate more Oral language activities in classrooms and work programs that demonstrate a variety of scenarios and situation and the appropriate language to use</p> <p>-Incorporate more oral language into the EAL program</p> <p>-Develop authentic language experiences in F-2</p> <p>-Extend "Topic Talk" through to Year 2</p> | <p>English leader</p> <p>EAL Team</p> | | <ul style="list-style-type: none"> Teachers have incorporated more oral language activities into their work programs that demonstrate the appropriate language they need to use for a variety of scenarios. More oral language activities incorporated into the EAL program. Authentic language experiences in F-2 developed and incorporated into work programs. "Topic Talk" extended through to Year 2. | | | | | | |
| | | | | <p><u>12 months</u></p> <ul style="list-style-type: none"> Regular observational visits organised within F- 2 classrooms and with EAL sessions. Teachers have incorporated more oral language activities into their work programs that demonstrate the appropriate language they need to use for a variety of scenarios. More oral language activities incorporated into the EAL program. Authentic language experiences in F-2 developed and incorporated into work programs. | <p>● ● ●</p> | | | | | |
| | <ul style="list-style-type: none"> connect with exemplar schools in oral language <p>-Visit local exemplar schools and make contact with them to get ideas for our own oral language program</p> | <p>English SAT</p> <p>English leader</p> <p>EAL Team</p> | <p>Ongoing</p> | <p><u>6 months</u></p> <ul style="list-style-type: none"> Investigated local exemplar schools and made contact with them | <p>● ● ●</p> | | | | | |
| | <ul style="list-style-type: none"> investigate ways to provide more time for the EAL program <p>-Provide extra support staff 0.4</p> <p>-EAL support staff and intervention staff to plan together to ensure consistent programs</p> <p>-Timetable EAL sessions</p> | <p>English SAT</p> <p>English leader</p> <p>EAL Team</p> | <p>Ongoing</p> | <p><u>6 months</u></p> <ul style="list-style-type: none"> Extra support staff 0.4 appointed Mutual planning time for EAL support staff and intervention staff to ensure consistent programs Timetabled EAL sessions | <p>● ● ●</p> | | | | | |
| | <ul style="list-style-type: none"> incorporate more oral language into the EAL program <p>-Ensure more Oral language activities in EAL program planning and work programs</p> | <p>English SAT</p> <p>English leader</p> <p>EAL Team</p> | <p>Ongoing</p> | <p><u>6 months</u></p> <ul style="list-style-type: none"> Evidence of Oral language in planning and work programs | <p>● ● ●</p> | | | | | |
| | | | | <p><u>12 months</u></p> <ul style="list-style-type: none"> Evidence of Oral language in planning and work programs continued | <p>● ● ●</p> | | | | | |



Section 3: Other Improvement Model Dimensions

| STRATEGIC PLAN GOALS | | To improve student intellectual engagement and self-awareness. | | | | | | |
|---|---|--|---------|--|-----------------|--------------------|----------|-----|
| OTHER IMPROVEMENT MODEL DIMENSIONS | | Positive Climate for Learning – Intellectual Engagement and Self Awareness | | | | | | |
| STRATEGIC PLAN TARGETS | | <p>Key Improvement Strategy 1 – Student Voice</p> <ul style="list-style-type: none"> School based survey of students to provide teachers with feedback as to students' perceptions about their learning to show improvement Every student to set short and long term personal learning goals. This will be evident in Student Reports/ Portfolios Parent Opinion Survey - School Climate module (Stimulating Learning, Learning Focus) and Student Engagement module (Student Motivation and School Connectedness) will show improvement Attitudes to School Survey – all measures in the Teaching and Learning module will show improvement Staff Survey - School Climate module - Collective Focus on Student Learning measure to show consistent improvement <p>Key Improvement Strategy 2 – Home / School Partnerships</p> <ul style="list-style-type: none"> School based surveys completed by staff, students and parents to show consistent improvement Parent Opinion Survey - School Climate (Homework and Parent Input) measures will show improvement Staff Opinion Survey - School Climate (Parent and Community Involvement) and School Leadership (Parent and Community Involvement, Engagement and Outreach) measures will show improvement Parent Involvement in Community Links and Parent as Learning Helpers to improve | | | | | | |
| 12 MONTH TARGETS | | <p>Key Improvement Strategy 1 – Student Voice</p> <ul style="list-style-type: none"> School based survey of students to provide teachers with feedback as to students' perceptions about their learning to show improvement Every student to set short and long term personal learning goals. This will be evident in Student Reports/ Portfolios Parent Opinion Survey - School Climate module - Stimulating Learning percentile score (2016 - 20.2), Learning Focus percentile score (2016 – 15.6) and Student Engagement module - Student Motivation percentile score (2016 – 28.9) and School Connectedness percentile score (2016 – 33.3) will show improvement Attitudes to School Survey – all measures in the Teaching and Learning module will show improvement Staff Survey - School Climate module - Collective Focus on Student Learning measure to show consistent improvement from (2016 – 85.50 percentile, Whole School measure). <p>Key Improvement Strategy 2 – Home / School Partnerships</p> <ul style="list-style-type: none"> School based surveys completed by staff, students and parents to show consistent improvement Parent Opinion Survey - School Climate - Homework percentile score (2016 – 45.5) and Parent Input percentile score (2016 – 25.4) measures will show improvement Staff Opinion Survey - School Climate - Parent and Community Involvement (2016 – 81.47 component mean score) measure will show improvement and School Leadership - Parent and Community Involvement, Engagement and Outreach) measure will match mean score for All Primary Schools Parent Involvement in Community Links and Parent as Learning Helpers to improve | | | | | | |
| KEY IMPROVEMENT STRATEGIES | ACTIONS | WHO | WHEN | SUCCESS CRITERIA | MONITORING | | | |
| | | | | | Progress Status | Evidence of impact | Budget | |
| | | | | | | | Estimate | YTD |
| Teach students self-regulated learning strategies to enable them to monitor their learning | <ul style="list-style-type: none"> improve student capacity to develop SMART (specific, measurable, achievable, relevant and timely) goals for their learning -Create F, Year 1/2, Year 3/4 and Year 5/6 templates for goal setting -Create specialist cohort templates for goal setting -Create timeline for goal setting -Collect evidence supporting goal achievement -Review and reflect on goal setting | Student Engagement Leader Student engagement SAT Educational Leaders Classroom Teachers Students Families | Ongoing | <u>6 months</u> <ul style="list-style-type: none"> F, Year 1+2, Year 3+4 and Year 5+6 templates for Semester 1 goal setting created with support of Education Leaders and SAT Specialist cohort templates for goal setting created with support of Education Leaders and SAT Agreed students criteria relating to which goals need to be set e.g. organisation, healthy social, school values Semester goals set and regular reflection done by students to reflect their learning progress Semester 1 goal setting template reviewed and reflected on in PLTs Learning goals and portfolios shared with parents | ● ● ● | | | |
| | | | | <u>12 months</u> <ul style="list-style-type: none"> F, Year 1/2, Year 3/4 and Year 5/6 templates | ● ● ● | | | |



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|--|---|--|---------|--|-------|--|--|--|
| | template | | | <p>for Semester 2 goal setting created with support of Education Leaders and SAT</p> <ul style="list-style-type: none"> Continued use of specialist cohort templates for goal setting with support of Education Leaders and SAT Agreed students criteria relating to NEW goals need to be set – e.g.: Educational, English, Math, Semester goals set and regular reflection done by students to reflect their learning progress Semester 2 goal setting template reviewed and reflected on in PLTs Created a Goal setting timeline based on years goal setting development and reflection Learning goals and portfolios shared with parents | | | | |
| | <ul style="list-style-type: none"> improve student and teacher capacity to give and receive feedback collect, track and analyse data about teacher efficacy on feedback <p>-Create timeline for survey implementation</p> <p>-Develop and conduct student surveys</p> <p>-Collate, analyse and reflect on student survey data</p> <p>-Explore digital resources such as, survey monkey, Class digital platform to receive feedback, todays meet, Edmodo, Class Website/Blog/One Note, Kahootz, dojo</p> <p>-Collate, analyse and reflect on student data from Attitudes to School Survey</p> <p>-Ensure a consistent approach to portfolio Termly grow & glow</p> <p>-Explore the use of rubrics and matrices in assessing student work</p> | <p>Student Engagement Leader</p> <p>SAT</p> <p>Educational Leaders</p> <p>Classroom Teachers</p> <p>Students</p> <p>Families</p> | Ongoing | <p><u>6 months</u></p> <ul style="list-style-type: none"> Timeline created for Survey implementation Student surveys developed Student surveys conducted Student Survey data collated Student surveys unpacked by PLTs PLT discussion on student survey reflections and data and ideas recorded in Planning Minutes | ● ● ● | | | |
| | | | | <p><u>12 months</u></p> <ul style="list-style-type: none"> Pivot explored as a Year 3-6 learning survey Student surveys conducted Student Survey data collated Student surveys unpacked by PLTs Digital resources explored and unpacked and a document created with school recommended resources to use Year 5-6 teams to have unpacked Attitudes to School data and made suggestion on how to improved student outcomes and engagement Student Engagement SAT to have explore the difference between rubrics and matrices and have commenced work on a Professional Learning for staff PLT discussion on student survey reflections and data and ideas recorded in Planning Minutes | ● ● ● | | | |
| | <ul style="list-style-type: none"> implement digital portfolios in Years 4 – 6 <p>-Investigate and research which are the most effective Digital Portfolio's</p> <p>-Visit schools which utilize digital portfolios</p> <p>-Create school wide agreed</p> | <p>Digital Technologies SAT Leader</p> <p>Educational Leaders</p> <p>SAT Team Members</p> | Ongoing | <p><u>6 months</u></p> <ul style="list-style-type: none"> All teams have adhered to school agreed expectations of portfolio requirements ensuring consistency across the school Digital Technologies SAT Leader created a document of expectations of what is to be included in the portfolio in Year 5-6 Education Leaders organised digital portfolio content for the main subject areas and delegated who created each task in Year 5-6 Provided Professional Learning and modelling | ● ● ● | | | |



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|---|---|---|------------------|---|---|-------|--|--|--|
| | <p>expectations on minimum requirements of what is included in a portfolio (task, LI, SC and assessment)</p> <p>-Ensure all Year 4- 6 students create a digital portfolio</p> <p>-Provide Professional Learning and modelling for staff, Texperts and students on selected program for Digital portfolios</p> | | | <p>for staff, Texperts and students on selected program for Digital portfolios</p> <p><u>12 months</u></p> <ul style="list-style-type: none"> Digital Technologies SAT Leader created a document of expectations of what is to be included in the portfolio in Year 4-6 Education Leaders organised digital portfolio content for the main subject areas and delegated who created each task in Year 4-6 Researched and visited other schools who are successful in digital portfolios Provided Professional Learning and modelling for staff, Texperts and students on selected program for Digital portfolios | ● ● ● | | | | |
| Support parents to engage with their child's learning. | <ul style="list-style-type: none"> gather data on parent / student / teacher expectations regarding home learning - Develop surveys for parents, students and teachers regarding home learning, expectations of the school - Collate and share findings/ideas | Principal in consultation with EL | Semester 1, 2017 | <p><u>6 months</u></p> <ul style="list-style-type: none"> Data collated from Parent/Student/Teacher Surveys Feedback shared with school community Action plan developed from findings | ● ● ● | | | | |
| | | | | <p><u>12 months</u></p> | ● ● ● | | | | |
| | <ul style="list-style-type: none"> review home learning policy and implementation at each year level - liaise with PLTs, collect information about what is currently in place - Relevance of home learning tasks discussed - Investigation of relevant engaging home learning eg project based, hands on, family learning, passion projects, life/curriculum relevant - establish Home Learning Policy Review team which includes parents and seek feedback from students | Principal in consultation with EL Parent Reps Principal | Semester 2, 2017 | <p><u>6 months</u></p> | ● ● ● | | | | |
| | | | | <p><u>12 months</u></p> <ul style="list-style-type: none"> A document outlining current home learning tasks/approaches across our school Organised Parent/Student forums Information collected about a range of relevant home learning tasks Revised home learning policy inclusive of parent/student feedback | ● ● ● | | | | |
| | | <ul style="list-style-type: none"> engage professionals with a focus on home-school partnerships to work with the school - investigate successful strategies for developing home school partnerships eg professional readings, school visits - explore options for engaging professional/s to provide professional learning to staff about home / school partnerships | Principal | Semester 2, 2017 | <p><u>6 months</u></p> | ● ● ● | | | |
| | | | | | <p><u>12 months</u></p> <ul style="list-style-type: none"> Time allocated for Professional Learning either on a Curriculum Day or an after school PL session. Staff to collaborate on a common understanding on future home-learning within our school. | ● ● ● | | | |



| | | | | | | | | | |
|--|---|---------------------------------------|-----------|---|---|-------|--|--|--|
| <ul style="list-style-type: none"> develop home learning programs that enhance student and parent interaction at home eg. ILPs - ILP schedule implemented - Provide Parent Learning sessions in English and Maths that will assist parents working with their children at home and within the school environment - Term PLT Newsletters/ website postings, investigate alternative communication strategies between school learning and home learning possibilities to parents. | Data Assistant | Term 1 and ongoing | 6 months | <ul style="list-style-type: none"> ILPS for identified students in every classroom across the school A timeline for ILP implementation A timetabled parent information sessions and attendance logged PLT Newsletters published and sent home Up to date website postings Sharing of alternate communication strategies | ● ● ● | | | | |
| | English/Maths Strategic Leaders/Educational Leaders PLTS | Semester 1 | | | | | | | |
| | | All year | | | | | | | |
| | | | | 12 months | <ul style="list-style-type: none"> PLT Newsletters published and sent home Up to date website postings Sharing of alternate communication strategies | ● ● ● | | | |
| | <ul style="list-style-type: none"> develop Parents in Partnership Strategy - redefine Parent Rep role, Parent as Learning Helpers profiles - establish Meet & Greet protocols across the school - continue with Coffee & Chats to engage parents in providing feedback - invite parents to Learning Walks | Principal | Term 1 | 6 months | <ul style="list-style-type: none"> Role clarity for parents as helpers and current parent rep role A document/communication outlining meet and greet protocols A coffee and chat invite and time. Parent attendance numbers and feedback | ● ● ● | | | |
| | | School Accountability Leading Teacher | Term 1 | | | | | | |
| Principal | | Term 1 and ongoing | | | | | | | |
| | Principal and AP | Semester 2 | 12 months | <ul style="list-style-type: none"> Parents participating in organized learning walks. Observation criteria created for use during learning walks. | ● ● ● | | | | |

Section 3: Other Improvement Model Dimensions

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|------------------------------------|---|
| STRATEGIC PLAN GOALS | To increase opportunities for higher levels of student cognitive engagement, challenge, self-directed inquiry and deep thinking. |
| OTHER IMPROVEMENT MODEL DIMENSIONS | Excellence in Teaching & Learning - Evidence Based High Impact Strategies |
| STRATEGIC PLAN TARGETS | <p>Key Improvement Strategy 5 - Curiosity</p> <ul style="list-style-type: none"> School based survey to show staff understanding and confidence in using various Models of Practice including Inquiry and implementation of Theories of Action to show improvement School Scope and Sequence documents aligned with Victorian Curriculum Inquiry framework evident in school planning documents and classroom practice Staff Opinion Survey - Professional Learning and School Climate (Collective Efficacy) measures will show improvement Attitudes to School Survey – measure in the Teaching / Learning module - Stimulating Learning mean score will show improvement Parent Opinion Survey – measure in the School Climate Module - Stimulating Learning percentile score will show improvement <p>Key Improvement Strategy 6 -STEM</p> |



| | |
|-------------------------|--|
| | <ul style="list-style-type: none"> • Staff Opinion Survey - Professional Learning measures will show improvement • Staff school based survey to show improvement in teacher knowledge and confidence about Science / STEM • Student School based survey Years 3-6 to show improvement in student engagement in Science / STEM. • Consistent documented approach to the teaching of Science across the school. • Teacher judgement against the Victorian Science Curriculum will be more reflective of the student's skills and knowledge moving towards a bell curve. |
| 12 MONTH TARGETS | <p>Key Improvement Strategy 5 - Curiosity</p> <ul style="list-style-type: none"> • School based survey to show staff understanding and confidence in using various Models of Practice including Inquiry and implementation of Theories of Action to show improvement • School Scope and Sequence documents aligned with Victorian Curriculum • Inquiry framework evident in school planning documents and classroom practice • Staff Opinion Survey - Professional Learning (2016 Whole School Component Mean Score Overall – 81.91) and School Climate (2016 Collective Efficacy Whole School Component Mean score – 78.58) mean score) measures will show improvement • Attitudes to School Survey – measure in the Teaching / Learning module - Stimulating Learning mean score (2016 – 3.90) will show improvement • Parent Opinion Survey – measure in the in the School Climate Module - Stimulating Learning percentile score (2016 – 20.2) will show improvement <p>Key Improvement Strategy 6 - STEM</p> <ul style="list-style-type: none"> • Staff Opinion Survey - Professional Learning overall score (2016 – 81.91) will show improvement • Staff school based survey to show improvement in teacher knowledge and confidence about Science / STEM • Student School based survey Years 3-6 to show improvement in student engagement in Science / STEM. • Consistent documented planners for the teaching of Science across the school. • Teacher judgement against the Victorian Science Curriculum in Years 3-6 will be more reflective of the student's skills and knowledge moving towards a bell curve. |

| KEY IMPROVEMENT STRATEGIES | ACTIONS | WHO | WHEN | SUCCESS CRITERIA | MONITORING | | | | |
|--|--|---|---------|---|-----------------|--------------------|----------|-----|--|
| | | | | | Progress Status | Evidence of impact | Budget | | |
| | | | | | | | Estimate | YTD | |
| Build the pedagogical repertoire of teachers to respond to student learning needs | <ul style="list-style-type: none"> • Align inquiry scope and sequence with Victorian Curriculum, including English and Mathematics -Develop a draft inquiry scope and sequence to align with Victorian Curriculum -Ensure Planning documents for all Inquiry subject areas are consistent -Organise Professional Learning sessions to ensure staff input into scope and sequence | C & P Leader All staff | Ongoing | <u>6 months</u> <ul style="list-style-type: none"> • All PLT's have used the appropriate planning documents and the same format to plan • Inquiry Scope and Sequence drafted and presented to SAT | | | | | |
| | | | | <u>12 months</u> <ul style="list-style-type: none"> • SAT facilitated Professional Learning session on scope and sequence and sought feedback • Common language and approach is evident in planning documents • Inquiry Scope and Sequence drafted and presented to whole staff | | | | | |
| | <ul style="list-style-type: none"> • Align inquiry scope and sequence with Victorian Curriculum, including English and Mathematics incorporating digital technology. -Continue to develop and refine the Greenvale Victorian Digital Technology Scope -Introduce the Greenvale Victorian Digital Technology Scope to staff | Digital Technology SIT Leader Educational Leaders Digital Technologies SAT Team | Ongoing | <u>6 months</u> <ul style="list-style-type: none"> • Scope distributed to EI leaders for use in 2017 Term 1 planning • Scope discussed at SAT team meeting and links to current curriculum identified • SAT team members audited planning documents against the Digital Technologies scope • SAT team members supported in the lead up to planning days in the use of the Digital Technologies Scope by identifying possible links to next term's curriculums | ● ● ● | | | | |
| | | | | <u>12 months</u> <ul style="list-style-type: none"> • Professional Learning for staff on the implementation of the Digital Technologies by | ● ● ● | | | | |



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|---|--|--------------------------------|------------|--|-------|--|--|--|
| | -Support given to teams in the lead up to planning days in the use of the Digital Technologies Scope | | | <p>identifying cross curricular links and activities which embed digital technologies on a daily basis.</p> <ul style="list-style-type: none"> Investigate how Digital Technologies should look in term planners. SAT team members audited planning documents against the Digital Technologies scope SAT team members supported in the lead up to planning days in the use of the Digital Technologies Scope by identifying possible links to next term's curriculums | | | | |
| | <ul style="list-style-type: none"> Build a common understanding of models of practice through the provision of professional learning classroom practice <p>-Organise and deliver Professional Learning to unpack two of the Models of Practice:</p> <ul style="list-style-type: none"> Cooperative Group Work Model Synectics Model <p>-Create a survey for staff about their knowledge of the Models of Practice and the Inquiry understanding</p> <p>-Use data analyses from survey to drive future professional learning in the area of teacher practice.</p> | C & P Leader | Ongoing | <p><u>6 months</u></p> <ul style="list-style-type: none"> Developed and implemented a teacher survey Analysed data from staff survey <p><u>12 months</u></p> <ul style="list-style-type: none"> Professional Learning organised and presented to staff on Models of Practice Regular professional reading allocated to staff in regards to Models of Practice Increased teacher knowledge and pedagogy in the area of Models of Practice | ● ● ● | | | |
| | <ul style="list-style-type: none"> Research and develop a deeper understanding of inquiry practice <p>-Research and explore different Inquiry practices</p> | C & P Leader | Semester 2 | <p><u>6 months</u></p> <p><u>12 months</u></p> <ul style="list-style-type: none"> C & P leader explored various inquiry practices and resources | ● ● ● | | | |
| | <ul style="list-style-type: none"> Reinforce understanding and implementation of Theories of Action – define challenging tasks and effective feedback <p>-Revise the Six Theories of Action with a particular focus on challenging tasks and effective feedback tasks.</p> | C & P Leader All staff | Semester 1 | <p><u>6 months</u></p> <ul style="list-style-type: none"> Professional Learning organised and presented to staff on Six Theories of Action <p><u>12 months</u></p> | ● ● ● | | | |
| Build an agreed approach to the teaching of Science. | <ul style="list-style-type: none"> Provide professional learning on science <p>-Survey staff efficacy in science (google forms)</p> <p>-Develop staff understanding of Victorian Curriculum</p> | Science Leader Science team | Ongoing | <p><u>6 months</u></p> <ul style="list-style-type: none"> Survey created, completed by staff, data analysed and recommendations made for future staff professional learning. Administered Pre & Post- Hot Dot about staff confidence and knowledge of science content. Professional Learning delivered to staff on the Victorian Curriculum List of DET resources created and provided to staff along with instructions on how to access them | ● ● ● | | | |



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|--|---|----------------|--|--|--------------|--|--|--|
| <p>-Focus on the Vic Curriculum Achievement Standards and Australian Curriculum work samples to enable consistent assessment</p> <p>-Research DET resources</p> | | | | <p><u>12 months</u></p> <ul style="list-style-type: none"> • Survey created, completed by staff, data analysed and recommendations made for future staff professional learning. Data tracked over the year • Professional Learning delivered to staff on the Victorian Curriculum • Survey of staff efficacy showed changes in content and application knowledge. • Increased achievement levels of students evident in data | <p>● ● ●</p> | | | |
| <p>• Investigate the STEM initiative (Science, Technology, Engineering and Mathematics)</p> <p>-Assemble a team of interested staff to work with the Science Leader</p> <p>-Develop how to apply the inquiry skills</p> <p>-Connect with Duncan Symons- Melbourne University re STEM</p> <p>-Present professional learning in regards to STEM</p> <p>- Audit science resources and create a budget to update resources both equipment and texts</p> | <p>Science team</p> <p>Science leader</p> | <p>Ongoing</p> | <p><u>6 months</u></p> <ul style="list-style-type: none"> • Team assembled • Links made with Melbourne university • Professional Learning delivered to staff on the meaning of STEM <p><u>12 months</u></p> <ul style="list-style-type: none"> • List of science resources equipment and texts created • Budget created | <p>● ● ●</p> <p>● ● ●</p> | | | | |
| <p>• Investigate exemplar schools in science.</p> <p>-Investigate models of teaching primary science.</p> <p>-Compile a list of schools excelling in science.</p> <p>-Visits to exemplar schools in science.</p> <p>-Focus of visits to be structure, resources and implementation.</p> | <p>Science team</p> <p>Science leader</p> | <p>ongoing</p> | <p><u>6 months</u></p> <ul style="list-style-type: none"> • Examples of the different models of teaching science presented to staff • List created and contact made with schools. Dates set for visits to these schools. • Schools visited, information gathered, staff informed of teams observations <p><u>12 months</u></p> | <p>● ● ●</p> <p>● ● ●</p> | | | | |



Section 4: Annual Self-Evaluation

[Drafting Note Annual self-evaluation section enables schools to continuously collect, monitor and analyse school data about all aspects of school performance. This ensures that all aspects of school performance are considered throughout the year and that any risks, issues and opportunities are identified as they emerge. The Annual self-evaluation against the Continua of Practice should be completed as data becomes available]

| Priority | Improvement model dimensions – note state-wide Improvement Initiatives are bolded | Is this an identified initiative or dimension in the AIP? | Continuum status | Evidence and analysis |
|--|---|---|------------------|--|
| Excellence in teaching and learning | Building practice excellence | Yes | 3 - Embedding | [Drafting note For current AIP improvement initiatives and/or dimensions, please provide a succinct and conclusive statement referring to the monitoring section of this plan. This statement can refer to the progress status and/or make reference to the achievement of the appropriate goals, targets and success criteria.] |
| | Curriculum planning and assessment | No | 3 - Embedding | |
| | Evidence-based high impact teaching strategies | Yes | 4 - Excelling | |
| | Evaluating impact on learning | No | 3 - Embedding | |
| Professional leadership | Building leadership teams | No | 3 - Embedding | |
| | Instructional and shared leadership | No | 4 - Excelling | |
| | Strategic resource management | No | 3 - Embedding | |
| | Vision, values and culture | No | 3 - Embedding | |
| Positive climate for learning | Empowering students and building school pride | No | 2 - Evolving | |
| | Setting expectations and promoting inclusion | No | 3 - Embedding | |
| | Health and wellbeing | No | 3 - Embedding | |
| | Intellectual engagement and self-awareness | Yes | 2 - Evolving | |
| Community engagement in learning | Building communities | No | 2 - Evolving | |
| | Global citizenship | No | 1 - Emerging | |
| | Networks with schools, services and agencies | No | 2 - Evolving | |
| | Parents and carers as partners | No | 4 - Excelling | |
| Reflective comments: [Drafting Note Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings] | | | | |
| Confidential cohorts analysis: [Drafting note This section is not for public distribution. Report here the extent to which cohorts of students within the school (including Koorie, high ability, refugee, EAL, PSD, out of home care students, etc.) are being supported and challenged, leading to an inclusive and stimulating environment for all students] | | | | |
| Next Steps: | | | | |

